

3D-DREAM IT, DESIGN IT, DEVELOP IT: A VENTURE DEVELOPMENT COMPETITION WITH A CO-CURRICULAR OPTION

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ABSTRACT

The 3D Challenge is an experiential co-curricular venture competition intended to connect students with the business community while further developing entrepreneurial classroom constructs in a meaningful way. Students are challenged to dream, design, and develop (3D) their idea throughout an academic semester. The competition provides a creative outlet for students in an advanced entrepreneurial management course to make use of their education, while also providing non-business creative and technical students an opportunity to explore their interests and talents through the lens of an applicable self-employed career. Through creative partnerships with local economic development agencies, students are able to build their creative venture with assistance and counsel from successful entrepreneurs. The blended learning opportunity connects theoretical academic constructs with successful entrepreneurs.

Keywords: Venture Creation, Co-Curricular Entrepreneurialism, Venture Competition, Blended Learning, Entrepreneurial Education.

INTRODUCTION

In the fall 2001 a sophomore business administration had a simple idea for earning some pocket money between classes. The student began with a shipment of disc golf apparel, attempting to sale to local disc golf enthusiasts interested in conquering a course recently installed by the local municipality. What began as a small startup in a dorm room grew larger and relocated to a basement in an off campus house. From there, the business ballooned. After completing his bachelor's degree in business, the new graduate launched a venture that is now world-renown in the disc golf community and one of the

largest manufacturers of disc golf equipment in North America. The business currently employs over 50 people and ships nearly 10,000 discs a week to disc golfers the world over. When asked about what courses he took to prepare for his business startup, he responded “I took the courses I needed to graduate and others that sounded interesting.” An opportunity had been missed.

The venture development contest began with this story in mind. We did not want to sit idly by while potential entrepreneurs simply navigated the business school curriculum; we wanted to aid in their development. The curriculum was born for an entrepreneurship minor, consisting of coursework deemed necessary for aspiring business owners. The entrepreneurship minor focused primarily on the theoretical skills associated with venture creation, the bones of which focused on four classes specifically: entrepreneurial management, small business management, entrepreneurial finance, and upper division marketing. A small cohort of students enrolled in the minor. At the end of their academic career most graduated with their entrepreneurial management minor and accepted entry-level career paths in corporate America. Although most self-identified with being an entrepreneur, somewhere there was a disconnect. In sync with current literature in the field, we asked a simple question, how do we connect students to the real world of entrepreneurialism?

In fall 2013, we considered entrepreneurship education one step further. We do not want prospective entrepreneurs to only learn it, we want them to live it. A business venture competition launched aimed at connecting students to the business community in a meaningful way. The competition was known as 3D: Dream It, Design It, and Develop It (3D). We identified a group of industry experts in the region to serve as judges. At the first meeting, the judges asked what the aim and scope of the competition was. Our response is fairly simple, “Make them feel uncomfortable.” Starting a business is scary. Staring at your business front door on the first day of operation is nerve-racking. We want students to feel that.

This paper is intended to describe and explain the development process of the 3D competition. In three short years the program has grown to be a signature event for the School of Business, with nearly 100 student participants representing 38 unique business ventures in 2015. \$14,000 in prize money has since been given to competition winners and 5 businesses have launched since its inception, including: a hunting trail cam technology company, an ostrich ranch, a touring company, and two phone/tablet applications. Although it took a bit of

imagination and a whole lot of learning, the kindred spirit of entrepreneurialism has been lit in a community desperate for its fire.

THEORETICAL FOUNDATION

Gartner (1988) provided a very simple explanation of what an entrepreneurship is: the creation of organizations. He further explains that the difference between an entrepreneurs from non-entrepreneurs is that entrepreneurs create organizations. In the past twenty years, academic work on entrepreneurialism and entrepreneurial education has continued to emerge. Researchers on several occasions have questioned whether entrepreneurship education can be taught (Aronsson, 2004; Kirby, 2004; Henry, Hill, and Leitch, 2005), and if so, to what extent (Pribadi, 2005)? Aronsson (2004) suggested that,

Let us go back to entrepreneurship education. Can entrepreneurship be taught? If you want to teach people to be entrepreneurs, you can't. If you want to teach people to work for entrepreneurs you could. If you want to encourage entrepreneurship, it should be through some kind of apprenticeship. That would be a wonderful experience.

The excerpt above is fairly compelling, questioning whether business schools have any place in the potential education of entrepreneurs. Hopkins and Feldman (1998) believed that university education should change the way entrepreneurs are trained and instructed. Additional research suggests that the ability to be entrepreneurs is impacted by attitudes, namely: preference for innovation, nonconformity, proactive disposition, self-efficacy, and achievement motivation (Rossiter, 2010). Of which, none are particularly easy to teach or build curriculum around. In addition, several researchers discovered the entrepreneurship education and training programs have had little impact on the growth of entrepreneurial activity (Henry, Jill, and Leitch, 2005; Raposo & do Paco, 2011). The argument is that entrepreneurship education and training programs tend to focus on the art and science of venture creation, rather than the actual process. The research suggests that if entrepreneurship can be taught, educators must be very purposeful in the way their programs are crafted.

Kickul and Griffiths (2010) suggested the need for an experiential classroom in entrepreneurship, arguing that education related to social innovation and impact has three main lessons: go real, go deep, get feedback. Kuratko

(2009) further believed entrepreneurs must learn to accept and expect ambiguity and uncertainty, but the experience is necessary before they are able to experience success. The intention therefore is that entrepreneurial education should be centered upon creating an experiences to engage, simulate, and connect. Students must not merely be subjected to academic principles, but find an opportunity to connect to entrepreneurs in a meaningful way. Hindle (2007) suggested that entrepreneurial educators should prepare to “think less of the specifics of today’s detail... [but rather consider an] exciting reciprocal apprenticeship’ approach” (p. 193). Hindle further compares entrepreneurial education to improvising music, suggesting that each members of the musical group should use the notes as a guide, rather than a set construct. Each should have the ability to play as they see fit, attempt to construct complimentary melodies and if a bum note is struck, the ability to reassess and adapt.

Although scholars in the field are attempting to create a single framework of entrepreneurial education, most identify the need to shift from cover the process of a startup to focusing on an attitude-changing perspective (Mwasalwiba, 2010). In other words, there is need for entrepreneurial education practices to attempt to create an environment where students can learn to experience and cope with ambiguity and uncertainty (Kuratko, 2009). Some educators have attempted to create a co-curricular environment for entrepreneurial education. Valliere, Gedeon, and Wise (2014) proposed a new conceptual model of entrepreneurial education at their home institution, demonstrating a shift from overly focusing on just the “What” by providing more attention to the “Why, Who, and How” (p. 115). In addition, Glackin (2014) provided an overview of a “Social Business Challenge,” noting “it is a method for undergraduate students to learn and material introduced in the classroom by thinking and doing the work to create and operate a business for a limited time” (p. 193). In a response to contemporary research in the field, we identified the need to provide a more a targeted effort in entrepreneurial education. In addition we give students the opportunity to participate in the competition and enroll in an entrepreneurial management course. The co-curricular entrepreneurial management course is intended to provide an applied and experiential environment for studying entrepreneurialism. The following is an attempt to detail the 3D Challenge, a co-curricular business venture creation competition.

PROGRAM OVERVIEW

The competition is a business venture development contest centered on the consideration of five distinct categories: concept, feasibility, market potential, business model, and competition. Interested students may enroll in MG 853: Entrepreneurial Management to develop the concept, although participation in the class is not required. Through the duration of the semester, students developed the concept and create what is the bones of a business plan while working with local entrepreneurs and economic development agencies. To be simple, the idea is that by the end of the semester, enrolled students should be able to visit a lender and discuss financing options.

The competition is limited to participant groups of 1-3 students. In order to enter the competition, the participant group must submit (1) a three page executive summary, (2) take part in a Sharktank style pitch to a panel of industry judges, and (3) attend and present an interactive poster at a community forum. The three page executive summary focuses specially on the five distinct aforementioned categories. The Sharktank style pitch is a 15 minute full presentation, followed by 10 minutes of questions and answers from our guest judges. For students who survive the first two steps of the process, twenty semifinalist are chosen for the community forum. During the community forum, in partnership with the local chapter of Main Street America and Chamber of Commerce, the business community is invited to attend. Guest are encouraged to visit with competition participants and ask questions and solicit advice. At the community forum, the three finalist are named and those participant groups have an opportunity to address a live audience. The winner of the competition is announced in front of the live audience and presented with a check for \$4,000.

COMPETITION REQUIREMENTS

Participants

The 3D Challenge is open to all full-time and part-time undergraduate and graduate students at our university and a local technical college. Students from all majors and backgrounds are encouraged to participate. Although non-students may advise a team, only students may present the plan to the judges during the competition on campus. The concept and venture must demonstrate student management and ownership.

Written Executive Summary

The executive summary presents the idea for initial evaluation in a short and compelling form. This is not a research report, it is a sales pitch. The effort involved in preparing the concept requires the team to carefully and realistically assess the opportunity. This action is the first step in developing a business plan. The idea feasibility, when completed, will present the key information needed to evaluate the opportunity, without going into the depth that a full business plan requires. The completed executive summaries are no more than three pages. The type of information communicates to the reviewers include,

Concept

A compelling statement about what the group is proposing to do. Participants should demonstrate whether their idea is a product or a service and whether the idea solves a pain/frustration, or address a critical want or need.

Feasibility

Provides reasoning as to why the concept should be done. If the group is proposing something that is cutting edge, it is expected they provide some type of reasoning or proof that suggest it can be developed and where to get the expertise to do so.

Market potential

Participants must demonstrate there is a market need and target audience. Market potential is context based, participants must demonstrate size of market and potential for business.

Business Model

Participants must demonstrate their business concept is financially sustainable by providing consideration for projected sales, expenses, startup costs, cash flow, and reoccurring and fixed costs.

Competition

Participants must identify their competition and how they can achieve a competitive advantage over the competition.

Oral Presentation

A panel of judges select 20 semifinalist teams to advance in the competition. During the semifinal round, students have three weeks to redefine their big ideas (based on judge feedback) and students in the Entrepreneurial Management course work with faculty and local entrepreneurs in class to further develop their concept. The semifinalists have 20 minutes to pitch their final business plans to a panel of judges and go through a series of questions and answers. The top three teams will be chosen, and these teams will present at the community forum. The intention of the competition is to assist students in the development of a business venture. All teams must develop a visual aid to accompany their oral presentation.

Visual Aid. Participants are limited to 12 slides and are expected to cover the information outlined in the written executive summary. A common strategy is for one member of the team to give the bulk of the presentation while other members provide support in areas of their respective expertise. Each team may determine how they should present the material. During the semifinals, teams present in front of only the judges and the competition coordinator. No general audience or other teams are allowed to hear the presentation. Participants are reminded that presentations should be compelling and persuasive. Oral presentations are not intended to be research presentation, but rather a sales pitch to convince the judges as to why their idea could be successful.

COMMUNITY ENGAGEMENT AND MENTORSHIP

Our competition is predicated upon one major theme, connecting students to people in the community that can assist and provide supplemental instruction. The idea is that the best way for students to “feel” what is to be a business owner is to connect them with people who currently own and operate a business. The intention therefore is twofold, (1) provide classroom learning opportunities and theoretical business development practices and (2) hands-on, experiential learning in connection with proven business leaders. In 2016, we’re attempting to do something even better. We intend to have a mentorship program, connecting participant groups one-on-one with a business owner. The idea is that we want students to hear stories, much like the story used at the beginning of this

document. We want business owners to share the trials and tribulations, the heart and soul, and the successes and failures experienced through their personal journey. It is not just about a job or career, it's an interwoven story on life and perspective entrepreneurs need to feel it.

Elevator Pitch Challenge

In spring 2015, in an effort to generate excitement for the challenge, we held a quick pitch competition. Our School of Business is five stories tall and it was discovered that an elevator ride took exactly 27 seconds from the first to the fifth floor. The idea was born! One week before three page executive summaries were due, perspective participants were able to compete for a \$100 prize. Our illustrious business school dean welcomed 25 unique student groups to present their business idea in 27 seconds or less. On the way down, the dean provided one piece of advice for the group to consider for the competition.

Entrepreneurial Management

Participant groups are invited to enroll in an entrepreneurial management course. Once enrolled, the expectation is the student must enter the competition and take part in all three stages. If students are not successful in making it to the semifinalist stage, they are still expected to attend and present at the community forum. Although the course is not required for participants, the course does satisfy major curriculum requirements for both management and business administration students. The content displayed in the course for competition participants does not vary from traditional section, just the method of delivery. The intention therefore is that competition participants enrolled in the entrepreneurial management course have the same student learning outcomes as students taking the traditional section. Although the method and delivery is different, the content remains the same. The catalog entry for the class includes:

Analysis of management in the entrepreneurial venture during the start-up phase. Topics include characteristics of entrepreneurs, organization life cycle, the business plan, financial projections, product/service research, and the professional manager in the transition from start-up to growth stage.

Learning Goals

The major outcome of the entrepreneurial management course is to provide students with the ability to formulate a business venture idea, and advance understanding of entrepreneurial business development. Specifically, students should be able to:

- Develop the fundamental understanding of entrepreneurial practices related to business development, concept, feasibility, and business model.
- Understand the financial structures related to their business venture, specifically related to both fixed and variable costs, licensure/patent fees and costs, marketing strategy, legal, etc.
- Communicate business concept in an engaging and meaningful way
- Develop and adapt relevant strategies related to marketing, sales, and market niche.

Partnership with Technical College

The 3D challenge is open to all full-time and part-time undergraduate and graduate students at the university and a local technical college. Students must be enrolled in the spring term of each year. Furthermore, students are encouraged to work with students from the other institution and build alliances. We believe that entrepreneurial developments take all kinds. There is value-added in business students connecting with students who think and learn differently than they do. The local technical college provides several unique programs, such as: automotive technology, computerized machine-tool technology, graphic arts technology, interactive multimedia design, and computerized machine tool engineering. Students completing the aforementioned programs have a unique skill set that they can potentially capitalize on. We attempt to create an environment where business students can connect with individuals with technical expertise, presenting an opportunity to build a potentially profitable and unique business venture. For instance, the second place winner of the competition last year was a trail camera technology company, a partnership between technical and business school students.

Partnership with Chamber of Commerce and local Main Street America

An essential development in the early stages of 3D creation was the partnership with local economic development agencies. The Chamber has provided us a nice board room where local entrepreneurs from the community can meet, serve on committees related to the competition, and provide advice for the competition and class. The Chamber provides an essential network to the established business community where many members are eager for young entrepreneurs to join the ranks of the small business owner's fraternity.

Main Street America is a national network of more than 2,000 older commercial districts operating off a "four point approach" related to increasing consumer business, strengthening related and professional institutions, assisting in the preservation of maintenance of the community's heritage and promoting pride in the community's institutions and achievement through design, promotion, business enhancement and organization. The local Main Street Association has been instrumental in the development of the competition, meeting with student groups individually, serving on the judging panel, and providing participants with a "How It's Made" tour. The How It's Made tour is a walking tour of area businesses to learn about their operations, production, and promotion. Last year's participants had an opportunity to explore four businesses, including a: bike shop, brew pub, craft store, and fine chocolate shop.

Partnership with Small Business Development Center

A local regional chapter of a state small business development program is located in the region (SBDC). The Chamber and Main Street provided unique hands-on experiences for students to connect with area business, while the SBDC assists in helping students craft their business plan. The SBDC meets with participant groups to provide counsel on specific information necessary for crafting a business plan and connecting with financial lenders. The intention of the SBDC is to provide student groups with the knowledge, tools and resources necessary for their success. In addition to one-on-one consultation opportunities, the SBDC assists students with exploring their business idea, market research, reviews business plans, licensing, and establishing core accounting practices.

WHAT WE HAVE LEARNED

We undoubtedly learned many lessons throughout the development of the venture competition, many of which are in response to the amalgamation of

suggestions from entrepreneurs and students, academic research, observation, and consultation with our partners and other institutions. Below is a chronical of seven main themes and lessons learned after two years of the competition.

Businesses are Launching

After two years, five businesses have launched and two more are slated to open the doors next spring. Their ability to complete an entrepreneurship minor had little to no impact in the business launch but rather their ability to create positive relationships and build strategic knowledge networks. Unfortunately, prior to 2009 we did very little to track the entrepreneurial activity of our students unless there was potential gain (donors). Although it is great to see businesses launching, we have no barometer to measure. We suspect this is a heightened sense of activity, but cannot be certain. We intend to track progress over time, surveying past participants yearly to document their activity. It should not be expected that new graduates be immediately ready to operate a business; tracking activity longitudinally should provide a greater indicator as to the influence of the co-curricular education.

Assessment is Key

As discussed in the subsequent section, tracking students over time will provide a better indicator of the impact of the competition long-term. It should be unreasonable to suspect immediate results in terms of businesses launched, although we are excited to see so many having done so. We designed a survey that may be submitted anonymously. Student participants are able to provide feedback related to the competition in relation to the strengths, weaknesses, workload, instruction, and student preparation. Below is the survey findings and qualitative feedback:

- 4.7 on a 5.0 scale for summary evaluation
- 4.5 on a 5.0 scale in terms of personal development in relation to entrepreneurialism
- 4.25 on a 5.0 scale in demonstration of the importance and significance of subject matter
- 4.25 on a 5.0 scale in ability to connect students with entrepreneurial community

- 4.75 on a 5.0 scale in ability to connect students to multiple resources to improve understanding

I think that the course should be a requirement for the entrepreneur challenge.

It's a good competition that really teaches you a lot, but involves a lot of outside work

Very finely taught us how to make business plans

Hands on. Puts you in real situations and guides you but you're gonna have to learn to swim

Huge workload but it's needed in order to make this really beneficial to us.

I was more interested in doing this competition for fun. It was too serious at times

I didn't have a good mentor, but the judges gave me lots of good feedback.

While most of the feedback was fairly positive in nature, comments and feedback did provide several opportunity for critical reflection.

Technical Students Do Very Well

Although most would assume that university students shine in this type of activity and that technical college students may struggle, it is quite the opposite. Last year, 89% of participants were university students compared to just 11% technical students. Most all of the technical students could not be characterized as traditional age college students and nearly all had previous experience with full-time employment. In addition, while it was not asked, it seemed that most technical college students had a real business timeline for business launch. Nearly all the groups were serious in the launch of their business, and that element of realism likely impacted the manner in which they approach the

competition. In the sharktank judging session for instance, technical college groups across the board had higher ratings in categories related to the business model and concept development. In addition, most seemed to have some experience within the intended sector.

Business Students May Struggle

The business college students as a whole seemed to struggle. Although many indicating their real interest in becoming an entrepreneur, their idea was seemingly less developed than their technical college counterparts. The average university participant in the competition had been at a higher education institution for 2.4 years, suggesting that most had completed few upper level business courses. While university students were rated higher than technical students in concept, they rated significantly below technical students in terms of feasibility. Most university participants lacked industry experience within their intended sector.

Partnerships are Key

Last year we were able to host 38 student groups as part of the 3D challenge. If we did not have partnerships with outside organizations we would have likely still had 38 participant groups. The necessity of their involvement cannot be measured in participation numbers, but can be measured by the value of the supplemental instruction provided. In addition, their involvement provides a reciprocal relationship by demonstrating the relationship between the university and business community. In addition to their supplemental instruction and helping students develop their venture in a meaningful way, the relationship bodes well with graduates and donors. We are able to teach theoretical concepts related to management and entrepreneurialism and give mentors an opportunity to reinforce practically, or opens the gateway for healthy discourse. The partners provide a gateway to an extended education.

Non-Business Students are great at Telling the Story

The elevator pitch challenge is a fun and entertaining exercise that generates some excitement in the competition. We enjoy hosting the pitch competition because it provides a gateway for non-business students to take a

step toward 3D in an easy and fun way. What we have also noticed is that non-business students are great at telling the story while business students are too methodical. Business students attempt to address concept, feasibility, market potential, business model, and competition in less than 30 seconds. That is not easy to do nor should be attempted. Non-business students tell the story, the focus less on the potential to be profit and are able to demonstrate their solution to solve a problem. Business students typically make the mistake of focusing too specifically on profit generation while non-business students focus on what problem their business intends to solve. It is a key characteristic that really shows up in the backstory.

Have Tissues Ready

The students that do well in the competition typically have their “phoenix” moment. That is to say no business idea is perfect and our judges, mentors, and evaluators should pick holes in their model or business plan. The students who do well with that adversity and are able to swallow their pride in the interest of personal and business development, use the coaching moment to springboard from. We constantly remind students to not become “too married” to any idea. In short, your business plan should be a living and breathing document, and good businesses capitalize on external market opportunities. Participant groups typically respond in one of a few ways, (1) they lose their cool and refuse to take advice, (2) absorb the information and use it to better their product or service, or (3) breakdown emotionally. For the latter, it is best to have a good cop throughout that continues to provide encouraging feedback.

The Business Community Generally wants to Help

As referenced in the proceeding section on partnerships, we have found that the business community is very receptive to helping. It is not uncommon for business schools everywhere to get the ivory tower reputation. The 3D challenge provided us with one of the most effective ways to bridge the gap with the community in the most meaningful way: the students. Although there may be difference philosophically that exist between business schools and the business community, most are willing to put down their swords in the interest of students.

Donors make great judges. In addition, it is not uncommon for some of our more wealthy alumni to have business ownership experience. Those donors

who have the ability to give large sums of money are typically able to do so by having started or ran a successful business. In addition to that person being able to provide students with a wealth of business experience, they may also be willing to underwrite. Our 3D challenge gives away \$7,000 in prize money each year to three participant groups. The money is intended to be startup capital for our budding entrepreneurs. Donors respond kindly to that activity, they can directly see where their money is going. For a donor that is also a judge, they have an opportunity to underwrite, mentor, and help choose a participant group their intending to help launch. It is a win-win-win.

FUTURE CONSIDERATIONS

We continue to make changes in the interest of developing a more complete challenges. Last year's competition made a few considerable changes, most notably the partnership with the technical school. Our big idea for next year is to connect participant groups on a one-to-one basis with proven entrepreneurs. The idea is that the student group be able to lean on that entrepreneur in the crafting of both the business plan and presentation. That person would serve as an advocate for each group providing the necessary real-life entrepreneurial education necessary for co-curricular development.

We need more feedback! Last year we attempted to send an email survey to participants after the competition. That was a big mistake. We should have taken the time to require feedback as part of the competition before any winners were announced. We need to see real feedback during the height of the competition that is untainted by competition placing.

Not unsurprising, the competition is dominated by university business school students. Although we advertise to all students, many are still unaware or neglect to consider their interest long-term. For instance, if a person were interested in opening an art studio, music store, or develop a phone application, they are more likely to have a degree related to their business interests rather than a business degree. We intend to spend more effort this spring in playing matchmaker, attempting to connect creative minds to business minds in hopes that students develop unique and fortuitous relationships. We believe that relationships potentially made can generate a high impact learning opportunity for all involved.

RECOMMENDATIONS

There are several things lessons learned throughout the duration of the 3D competition we believe are instrumental in the competition development. For institutions that are interested in developing a competition at their institution, please consider the following recommendations.

First recommendation, make a deliberate attempt for the competition to be bigger than the business school. As indicated in proceeding sections, some of the best entrepreneurial minds are students from creative and technical disciplines. Developing a business takes a wide array of skills, connecting people with different backgrounds helps further develop the entrepreneurial process and generates some pretty cool outcomes.

Second recommendation, find an external economic development agency willing to take part in the competition. We are lucky to have three agencies assisting but it is not completely necessary. Creating a partnership with one agency is satisfactory and opens the door to connection with business leaders in the community and people who can share lessons. Although one-to-one mentorship programs are great, just being able to introduce students to a one-hour workshop with an entrepreneur in a classroom setting is valuable. While having 50 entrepreneurs willing to help is nice and allows for many different programming opportunities, just having a few provides students with the necessary supplemental instruction.

Third recommendation, there is no need to shoot for the moon in your first year. In our first year we had a black tie gala dinner hosted by the Chamber of Commerce. The gala was free to student participants but required a \$50.00 ticket for everyone else. The top three participant groups presented and it was a nice evening but way too much. Last year, we traded the gala for the community forum that was free for everyone and that all semifinalists were able to take part in. The community forum generated more attendance, increased participation and learning, and was enjoyed by both participants and attendees. In addition, the forum opened up additional opportunities for donors that was more lucrative than the gala. All of the events should center on one primary purpose, to educate the students.

CONCLUSION

The 3D Challenge has been a fun and exciting addition to our business school. We have found that it really is enjoyable and faculty from all disciplines are willing to assist. The 3D Challenge has been instrumental in connecting the school with the business community and donors. In addition, it gave us a great opportunity to tell our story on impact and engagement in our latest AACSB packet. We know that the results of our competition are real and measurable. We hope to continue to grow the competition and give students a supplemental and co-curricular learning opportunity to feel what being an entrepreneur is all about.

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